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ABSTRACT

This report describes the results of an investigation into the status of American secondary social studies education, which involved (1) a national survey of secondary social studies teachers to gather their perceptions of the field, their outlook for the future, and information on the use of film/video resources; (2) interviews with state and local social studies supervisors to look at their perceptions of the field, the knowledge and attitudes of teachers, and the communication system through which teachers learn about innovations; (3) telephone interviews with local instructional television programming personnel to gather data about the broadcasting perspective; and (4) an analysis of the film and video resources available in secondary social studies. Findings cover teacher characteristics, the social studies curriculum, and teacher autonomy. In addition, teachers' attitudes toward the field of social studies, perceptions of trends and objectives, and use of video/film resources are discussed as they vary with years of teaching, subject, and grade level taught. A summary and two references are listed. Appendices include data gathering instruments. (LMM)

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This report was written by Dr. Lynn Fontana; the data reported herein were collected, developed, and analyzed by Dr. Fontana with the assistance of the AIT staff.

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Research Report 79

Status of Social Studies Teaching
Practices in Secondary Schools

September 1980

Agency for Instructional
Television
Box A

Bloomington, Indiana 47402

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The Agency for Instructional Television (AIT) has a broad concern for the school curriculum, kindergarten through twelfth grade, as well as an interest in teacher education. Recently, AIT focused this concern on the secondary school. After a careful look at secondary curriculum the Agency identified the social studies as an area worth further investigation.

In January of 1980, AIT undertook the investigation of the status of secondary social studies education in the United States. The purpose of this study was to compile information which would make the AIT staff more knowledgeable about the nature of secondary social studies, the social studies teachers, the secondary social studies curriculum and the use and availability of film/video in secondary social studies instruction. The results of AIT's research were integrated with other investigative works as part of a report on social studies practices (Fontana, 1980). The following is a report of findings of AIT's independent investigations which were part of that report.

Nature and Scope of the Study

There were four phases to the AIT study of social studies practices: a national survey of secondary social studies teachers, personal interviews with state and local social studies supervisors, telephone interviews with local instructional television programming personnel, and an analysis of the film and video resources available in secondary social studies. The survey was designed to gather information about secondary social studies teachers' perceptions of the field, their outlook for the future and the use of film/video resources. The personal interviews focused on supervisors' perceptions of the field and of teachers' knowledge and attitude, and explored the communication system through which teachers learn about innovations. The telephone interviews gathered data about the instructional television broadcasting perspective and verified data gathered on available film/video resources.

Methodology

A sample of 1,000 secondary social studies teachers was drawn from a population of 132,558 for the survey. The names and addresses of specific teachers were obtained from Market Data Retrieval Incorporated. The first set of questionnaires was mailed with a 50¢ incentive. The second mailing, without additional incentive, was sent approximately 3 weeks later to those who had not responded. An additional 3 weeks were allowed for return. Out of the original 1,000 questionnaires, 558 were completed and returned.

The 16-question survey instrument (see appendix A) was prepared by a small committee at AIT representing the research, development and marketing departments. Prior to finalizing the survey, the questions were tested with a small group of local teachers to reduce ambiguity and

ensure maximum clarity.

The sample returning the questionnaires appeared to be representative of the population. There was at least one completed questionnaire from each of the 50 states. California and New York had the largest representation: 8.6% and 7% respectively. Approximately 42% of the sample lived in small cities or towns; 21.5% lived in suburban areas; 20.5% in rural areas; and 15.1% in large cities. The types of schools represented in the survey also varied. Some schools included grades K-12 while others housed only a single grade (see Table 1).

Table 1
Grades Included in Building
to Which Teachers Were Assigned

Lowest Grade	Highest Grade	Frequency	Percentages
1	8	1	.2
4	7	1	.2
4	8	3	.7
5	8	5	1.1
6	8	30	6.8
6	9	4	.9
7	-	1	.2
7	8	42	9.5
7	9	69	15.5
7	11	1	.2
7	12	72	16.2
8	9	5	1.1
8	12	11	2.5
9	-	1	.2
9	10	3	.7
9	11	1	.2
9	12	137	30.9
10	12	44	9.9
11	12	2	.5
K	12	7	2.5

The personal interviews of state and local social studies supervisors were conducted by the researcher and one AIT staff person at the Great Lakes regional meeting of the National Council of Social Studies in March of 1980. Each interview lasted approximately 30 minutes and was structured by an interview guide (see Appendix B).

The telephone interviews were conducted by three members of the AIT staff over a six-week period. Those interviewed were local instructional television station personnel responsible for programming. The interviews were structured by a set of guide questions (see Appendix C).

The analysis of available film/video resources in secondary social studies was completed by the AIT librarian and her staff. Using a pre-determined set of classification criteria, all the film and video series relevant to secondary social studies were catalogued, classified and counted.

Data Analysis

Data gathered from the teachers' survey underwent systematic analysis using programs of the Statistical Package for the Social Sciences (SPSS). Information gathered from interviews and resource analysis was reported in anecdotal form and was used to aid in interpreting the survey data.

Statistical analysis of the survey data included frequency counts of the responses to all questions and cross tabulations of independent variables, such as years teaching, subject taught, and grade levels taught; with dependent variables including teachers' perception of the future, attitudes towards the field of social studies, and their use of film/video. In addition, cross tabulations were completed for subject and grade-level of subjects most commonly taught at specific grade levels.

The Findings Reported

The findings of the study are reported in the following sections. Teacher characteristics, the social studies curriculum, and teacher autonomy are examined. In addition, teachers' attitudes toward the field of social studies, perceptions of trends and objectives, and use of video/film resources are discussed as they vary with years teaching, subject, and grade level taught.

Teacher Characteristics

The experience of teachers in the sample ranged from 1 to 37 years with a mean of 13.5 years. Experience teaching social studies also ranged from 1 to 37 years with a mean of 12.38. The primary area of preparation for most secondary social studies teachers (49%) was history. General social studies followed for 16.3% of the teachers and 5.6% were prepared in political science. (See Table 2.)

Table 2
Percentage of Teachers Prepared
in One or Two Academic Areas

	History	Political Science	Sociology	Psychology	Economics	Anthropology	Geography	General Social Studies	Other
History	49	4.3	1.7	.9	1.1	.2	2.0	2.1	.4
Political Science		5.6	.2	-	-	-	.4	.4	-
Sociology			2.2	.9	.2	-	-	.6	-
Psychology				1.3	-	-	-	.2	.4
Economics					.9	-	-	.2	-
Anthropology						-	-	-	-
Geography							3.4	.9	-
General Social Studies								16.3	-
Other									3.7

The Social Studies Curriculum

The social studies course most frequently taught was American history, usually in grades 8 and 11. World cultures, at grade 9, was third in frequency taught, followed by American government at the 12th grade level. (See Table 3.)

Table 3
Number of Sections of Social Studies
Courses Taught by Grade Level

	7	8	9	10	11	12	Total
American History	67	329	65	121	321	23	926
American Government/ Civics/Political Science	36	25	80	14	42	134	331
World History/ Cultures	96	6	104	116	43	19	384
Sociology/Psychology/ Anthropology	5	0	4	10	44	56	119
Geography	107	21	37	16	14	13	208
Economics	12	2	4	9	9	33	69
Other Social Studies	77	39	40	21	50	41	268*

N=552

Other social studies courses taught by this sample of teachers included: state history, general social studies, religion, multi-cultural/multiethnic studies, urban society, consumer education, ecology or environment courses, current issues, decision-making, career education, and family living.

Of the 165 non-social-studies courses, teachers mentioned: sciences, speech and communications, language arts, reading, foreign language, art, music, drivers education, business, math, physical education, health, industrial arts, and horticulture.

Influences on Curriculum

Two survey questions were used to determine how much influence teachers perceived they had on curriculum issues and with whom teachers thought they shared curriculum responsibility. Survey results showed that teachers thought they had the greatest control of curriculum issues relating most directly to classroom practices, such as methods of instruction. Very few teachers thought they controlled broader issues, such as courses taught. Over 80% of teachers claimed complete control of instructional methods while only 7.3% claimed control over courses taught. (See Table 4.)

Table 4
Percent of Teachers and Control of
Certain Aspects of the Curriculum

	Completely		Moderate Control		Not at all	N
Courses taught	7.3	27.6	28.0	14.2	22.9	550
Textbook selected	27.1	37.6	19.9	7.6	7.8	553
Sequencing of textbook units	55.8	18.2	12.7	5.5	7.7	543
Supplemental materials	62.2	25.7	9.2	2.0	.9	553
Tests and student evaluation	79.6	15.7	2.9	1.1	.7	553
Methods of instructions	80.7	17.5	1.4	.2	.2	553

When asked about other school and community groups or individuals who might influence the curriculum, 26.5% of teachers identified principals and 24% mentioned social studies department chairpersons. Parents and students were least frequently perceived by teachers to have an

impact on the curriculum. (See Table 5.)

Table 5
Influencing Individuals or Groups on the
Social Studies Curriculum Identified by Teachers

	Percent of Teachers Identifying
Social Studies Department Chairpersons	24.0
Social Studies Supervisor	14.7
Principals	26.5
Superintendents	12.1
School Boards	10.8
Parents	2.2
Students	9.6

N=547

The Purpose of the Social Studies

When teachers were asked about the purpose of social studies, most (95.3%) agreed that its purpose was to teach students to think critically and constructively about society. Over 87% also agreed that teaching students to cope with issues in their own lives was a purpose of the social studies. (See Table 6.)

Table 6
Percent of Teachers Disagreeing, Unsure or
Agreeing with Specific Purpose of the Social Studies

Purpose of the Social Studies	Percentages			N
	Disagree	Unsure	Agree	
Teach knowledge of the past	9.6	37.3	53.1	552
Cope with life	2.0	10.5	87.5	550
Think critically	.4	4.3	95.3	556
Teach knowledge and methods of the social science	14.7	41.7	46.6	554
Promote activity in social and political organizations	15.4	31.2	53.6	555
Prepare for alternative future	9.4	29.1	61.5	549

Knowledge of the Past

When the responses were analyzed by teachers' subject responsibility, teachers of American history most frequently agreed (30.7%) or completely agreed (22.7%) that the purpose of social studies was to teach knowledge of the past. In contrast, only 19.5% of economics teachers agreed and 14.6% completely agreed with the knowledge purpose. More than 50% of behavioral science teachers (sociology/psychology/anthropology) were unsure about the knowledge purpose. (See Table 7A.)

Table 7A
Percent of Teachers Agreeing that the
Purpose of the Social Studies Is to
Teach Knowledge of the Past,
by Course Taught

	Not at all	Mostly Disagree	Not sure	Mostly Agree	Completely Agree	N
American History	1.4	8.7	36.5	30.7	22.7	277
Civics/Government/ Political Science	1.6	6.4	46.4	27.2	18.4	125
World Cultures/History	.7	7.5	46.9	27.2	17.7	147
Sociology/Psychology/ Anthropology	-	9.3	51.9	22.2	16.7	54
Geography	-	10.0	40.0	30.0	20.0	90
Economics	2.4	14.6	48.8	19.5	14.6	41
Other Social Studies	-	9.3	44.9	24.3	21.5	107
Other Non-Social Studies	-	9.4	45.3	23.4	21.9	64
All Teachers	1.1	8.5	37.3	30.8	22.3	552

There was not much difference in the percentage of teachers agreeing with the knowledge of the past purpose when grade level was considered (see Table 7B). However, there were interesting differences when years teaching was used in the analysis. Teachers with the most number of

years (20-37) were more likely to agree with the knowledge purpose (39.5% agreed and 14.7% completely agreed) in contrast to teachers with 14-19 years teaching (25.2% agreed and 20.2% completely agreed) (see Table C).

Table 7B

Percent of Teachers Agreeing that the Purpose of the Social Studies is to Teach the Knowledge of the Past by Grade Level

Grade	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
7	.8	8.3	45.5	25.8	19.7	132
8	-	7.0	40.1	28.9	23.9	142
9	1.6	8.0	45.6	28.0	16.8	125
10	1.0	6.7	41.0	27.6	23.8	105
11	-	9.4	40.9	33.3	16.4	171
12	1.6	6.4	46.4	27.2	18.4	125
All Teachers	1.1	8.5	37.3	30.8	22.3	552

Table 7C

Percent of Teachers Agreeing that the Purpose of the Social Studies is to Teach the Knowledge of the Past by Years Teaching

Years Teaching	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
1-8	.7	10.1	32.4	29.7	27.0	148
9-13	.6	7.7	37.4	29.0	25.2	155
14-19	2.5	8.4	43.7	25.2	20.2	119
20-37	.8	7.8	37.2	39.5	14.7	129
All Teachers	1.1	8.5	37.4	30.9	22.1	551

The secondary social studies teachers most likely to agree that the purpose of social studies is to teach knowledge of the past were teachers of American history and teachers with 20-37 years teaching experience.

The grade level taught appeared not to have been a factor in choosing this purpose.

Issues in Students' Lives

Over 49% of all social studies teachers completely agreed and 38% agreed that the purpose of social studies is to help students deal effectively with issues in their own lives. When course responsibility was analyzed 42.6% of the civics/government/political science teachers agreed and 50% completely agreed with the coping purpose. In addition, 45.9% of the behavioral science teachers agreed and 47.2% completely agreed that the purpose of social studies is to teach coping skills. Only 36.9% of the non-social-studies teachers agreed and 47.7% completely agreed with the coping focus of social studies. (See Table 8A.)

Table 8A

Percent of Teachers Agreeing that the Purpose of Social Studies Is to Help Student Deal Effectively with Issues in Their Own Lives by Course Taught

Course	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
American History	1.1	1.8	11.2	40.4	45.5	277
Civics/Government/ Political Science	1.6	1.6	4.1	42.6	50.0	122
World Cultures/ History	.7	2.7	10.2	39.5	46.9	147
Sociology/Psychology/ Anthropology	-	1.9	5.7	45.9	47.2	53
Geography	2.2	1.1	7.8	36.7	52.2	90
Economics	2.4	4.9	9.8	39.0	43.9	41
Other Social Studies	.9	-	7.5	37.7	53.8	106
Other Non-Social Studies	-	-	15.4	36.9	47.7	65
All Teachers	.5	1.5	10.5	38.0	49.5	550

There appeared to be little distinction between the numbers of teachers agreeing that the purpose of social studies is to help students cope with issues in their own lives when grade level taught was considered (see Table 8B). However, there were noticeable differences when years teaching is considered. Teachers with 14-19 years teaching were most likely to agree and completely agree (40.0% and 50.8%) while teachers with the least number of years experience (1-8) were least likely to agree or completely agree (2-.8% and 49.0%). (See Table 8C.)

Table 8B

Percent of Teachers Agreeing that the Purpose of the Social Studies is to Help Students Deal Effectively with Issues in Their Own Lives by Grade Taught

Grade	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
7	.8	3.0	9.1	37.9	49.2	132
8	1.4	1.4	9.2	38.0	30.0	142
9	1.6	1.6	11.3	41.9	43.5	124
10	1.0	1.0	9.6	37.5	51.0	104
11	1.2	1.2	11.2	40.0	46.5	70
12	.8	.8	4.9	41.5	52.0	123
All Teachers	1.5	1.5	10.6	38.1	49.4	549

Table 8C

Percent of Teachers Agreeing that the Purpose of the Social Studies is to Help Students Deal Effectively with Issues in Their Own Lives by Years Teaching

Teaching	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
1-8	1.3	1.3	10.7	26.8	49.0	149
9-13	-	-	10.5	41.8	47.7	153
14-19	-	1.7	7.5	40.0	50.8	120
20-37	.8	3.1	13.4	32.3	50.4	127
All Teachers	.5	1.5	10.6	38.1	49.4	549

Teachers most likely to identify the purpose of social studies as helping students to deal effectively with issues in their own lives were

teachers of civics/government/political science, teachers of the behavioral sciences, or teachers with 14-19 years of teaching experience.

Thinking Critically and Constructively

Over 27% of all teachers agreed and 67.6% completely agreed that the purpose of social studies is to teach students to think critically and constructively about society. However, behavioral science teachers were more likely to completely agree (77.8%) than teachers of non-social-studies courses (58.5% completely agree and 27.7% agree) or economics teachers (3.17% agree and 63.4% completely agree). (See Table 9A.)

Table 9A

Percent of Teachers Agreeing That the Social Studies is to
Develop Students' Ability to Think Critically and
Constructively About the Society by Course Taught

	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
American History	-	-	.05	27.0	68.0	278
Civics/Government/ Political Science	.8	-	.8	33.6	64.8	125
World Cultures/ History	.7	.7	4.7	29.7	64.2	148
Sociology/Psychology/ Anthropology	-	-	.9	20.4	77.8	54
Geography	-	-	3.3	27.8	68.9	90
Economics	-	-	4.9	31.7	63.4	41
Other Social Studies	-	-	1.9	29.0	69.2	107
Other Non-Social Studies	-	-	4.6	36.9	58.5	65
All Teachers	.2	.2	4.3	27.7	67.6	556

When grade level taught was considered there was very little variation in the numbers of teachers agreeing with the critical and

constructive thought purpose of social studies (see Table 9B). However, when the number of years teaching was considered more variation was noted. Over 70% of teachers with the most number of years teaching (20-37) completely agreed and 25.2% agreed with the critical and constructive thought purpose, while only 64.3% of teachers with 9-13 years experience completely agreed and 28.6% agreed (see Table 9C).

Table 9B

Percent of Teachers Agreeing that the Purpose of the Social Studies is to Develop Student Ability to Think Critically or Constructively about Society by Grade Taught

Grade	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
7	-	-	3.3	28.0	66.7	132
8	-	.7	2.1	30.3	66.9	142
9	.8	-	4.8	25.4	69.0	126
10	1.0	-	1.0	31.4	66.7	105
11	-	-	4.1	26.9	69.0	126
12	-	-	3.5	27.8	68.3	126
All Teachers	.2	.2	4.3	27.7	67.6	536

Table 9C

Percent of Teachers Agreeing that the Purpose of the Social Studies is to Develop Student Ability to Think Critically and Constructively about Society by Years Teaching

Years Teaching	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
1-8	-	.7	3.4	28.2	67.8	149
9-13	.6	-	6.5	28.6	64.3	154
14-19	-	-	3.3	28.9	67.8	121
20-37	-	-	3.6	25.2	71.0	131
All Teachers	.2	.2	4.3	27.7	67.6	555

While there was considerable agreement among social studies teachers that a purpose of social studies is to teach students to think critically and constructively about society, there was notable variation based on years of teaching experience and subject taught. Behavioral science teachers with the most number of years teaching (20-37) showed particularly strong support for this purpose.

Knowledge and Methods of the Social Sciences

Only 30% of all teachers agreed, and 16.6% completely agreed, that the purpose of social studies is to teach the knowledge and methods of the social sciences. This purpose was endorsed most often by teachers of non-social-studies courses (23.1% completely agreed and 26.1% agreed) and behavioral science teachers (18.5% completely agreed and 27.8% agreed). Economics teachers were least likely to endorse the social science view of the social studies. (See Table 10A.)

Table 10A

Percent of Teachers Agreeing that the Purpose of the
Social Studies is to Teach the Knowledge and
Methods of the Social Sciences
by Course Taught

Course	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
American History	1.8	8.3	44.4	31.0	14.4	277
Civics/Government/ Political Science	1.6	11.2	42.4	30.4	14.4	125
World Cultures/ History	2.7	13.5	40.5	25.7	17.6	148
Sociology/Psychology/ Anthropology	-	11.1	42.6	27.8	18.5	54
Geography	4.4	11.1	43.3	23.3	17.8	90
Economics	2.4	9.8	48.8	29.2	9.8	41
Other Social Studies	1.9	11.2	42.1	29.0	15.9	107
Other Non-Social Studies	-	10.8	40.0	26.2	23.1	65
All Teachers	1.4	10.3	41.7	30.0	16.6	554

Some variation was noted in responses to the social scientific purpose of the social studies when grade level taught was considered. Of 10th grade teachers 21% completely agreed and 27.6% agreed with this purpose, while only 9.6% of 12th grade teachers completely agreed and 32.8% agreed (see Table 10B). When years teaching was considered very little variation in responses was noted (see Table 10C).

Table 10B

Percent of Teachers Agreeing that the Purpose of Social Studies
is to Teach the Knowledge and Methods of the
Social Sciences by Grade Taught

Grade	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
7	2.3	7.6	44.7	27.3	18.2	132
8	2.1	7.0	39.9	34.3	16.8	143
9	1.6	12.8	40.8	28.8	16.0	125
10	2.9	11.4	37.1	27.6	21.0	105
11	.6	6.4	50.3	31.0	11.7	171
12	1.6	13.6	42.4	32.8	9.6	125
All Teachers	1.4	10.3	41.7	30.0	16.6	554

Table 10C

Percent of Teachers Agreeing that the Purpose of the Social Studies
is to Teach the Knowledge and Methods of the Social Sciences

Years Teaching	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
1-8	2.7	10.7	40.3	28.2	18.1	149
9-13	.6	10.3	41.9	32.3	14.8	155
14-19	-	11.8	39.5	26.9	21.8	119
20-37	2.3	8.5	45.4	32.3	11.5	130
All Teachers	1.4	10.3	41.8	30.0	16.5	553

Teaching the knowledge and methods of the social sciences was not strongly endorsed by social studies teachers. However, this purpose received some support from behavioral science teachers and teachers of 10th grade courses.

Promote Social and Political Involvement

Only 34.1% of all teachers surveyed agreed and 19.5% completely agreed that the purpose of social studies is to promote involvement in social and political organizations. However, teachers of civics/government/political science were more likely to agree (36.5%) and completely agree (27.8%) than behavioral science teachers (31.5% agreed and 14.8% completely agreed). (See Table 11A.)

Table 11A

Percent of Teachers Agreeing that the Purpose of the Social Studies
is to Promote Involvement in Social and Political
Organizations by Course Taught

Course	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
American History	3.6	10.8	34.5	35.3	15.8	278
Civics/Government/ Political Science	3.2	7.9	24.6	36.5	27.8	126
World Cultures/ History	2.7	.7	29.9	32.7	17.7	147
Sociology/Psychology/ Anthropology	1.9	5.6	46.3	31.5	14.8	54
Geography	3.3	15.6	22.2	38.9	20.0	90
Economics	4.9	2.4	41.5	36.6	14.6	41
Other Social Studies	.9	12.3	31.1	36.8	18.9	106
Other Non-Social Studies	4.6	12.3	32.3	40.0	10.8	65
All Teachers	3.1	12.3	31.2	34.1	19.5	555

Interesting differences were noted when grade level was considered. Over 42% of 12th grade teachers agreed and 19.2% completely agreed that

social studies should promote political and social involvement. However, 36.8% of 7th grade teachers agreed and 14.3% completely agreed. (See Table 11B.) Years of teaching experience also affected teacher responses to social and political involvement purposes. Over 46% of teachers with the most teaching experience (20-37 years) agreed and 17.7% completely agreed, while only 29.2% of those with 9-13 years agreed and 16.9% completely agreed (see Table 11C).

Table 11B

Percent of Teachers Agreeing that the Purpose of the
Social Studies is to Promote Involvement in
Social and Political Organizations
by Grade Taught

Grade	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
7	3.0	15.0	30.8	36.8	14.3	133
8	4.2	12.6	30.1	35.0	18.2	143
9	4.0	12.7	29.4	33.3	20.6	126
10	1.0	6.7	37.5	34.6	20.2	104
11	1.2	8.8	33.5	38.8	17.6	170
12	2.4	8.8	27.2	42.4	19.2	125
All Teachers	3.1	12.3	31.2	34.1	19.5	555

Table 11C

Percent of Teachers Agreeing that the Purpose of the
Social Studies is to Promote Involvement in
Social and Political Organizations
by Teaching

Years Teaching	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
1-8	2.0	10.7	30.9	32.9	23.5	149
9-13	3.2	14.9	35.7	29.2	16.9	154
14-19	5.8	10.7	36.4	27.3	19.8	121
20-37	1.5	12.3	21.5	46.9	17.7	130
All Teachers	3.1	12.3	31.2	33.0	19.5	554

Alternative Futures

Over 37% of the secondary social studies teachers surveyed agreed that the purpose of social studies is to prepare students for alternative futures and 23.9% completely agreed. More economics teachers endorsed the futures purposes (53.7% agreed and 19.5% completely agreed) while fewer history teachers endorsed it. Only 36.3% of the world cultures teachers agreed and 19.2% completely agreed, and 37.3% of the American history teachers agreed and 22.1% completely agreed that the purpose of social studies was to prepare students for the future. (See Table 12A.)

Table 12A

Percent of Teachers Agreeing that the Purpose of the
Social Studies is to Prepare Students for
Alternative Futures by Courses Taught

Course	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
American History	1.8	6.2	32.6	37.3	22.1	276
Civics/Government/ Political Science	.8	4.8	29.4	42.1	23.0	126
World Cultures/ History	2.1	10.3	32.2	36.3	19.2	146
Sociology/Psychology/ Anthropology	1.9	15.1	22.6	34.0	26.4	53
Geography	2.2	5.6	27.8	38.9	25.6	90
Economics	-	4.9	22.0	53.7	19.5	41
Other Social Studies	2.9	5.7	25.7	46.7	19.0	105
Other Non-Social Studies	-	4.6	41.5	36.9	16.9	65
All Teachers	1.8	7.6	29.1	37.6	23.9	553

When grade level taught was considered, there appeared to be more support for the futures perspective among teachers in grades 7 through 9

than among those teaching grades 10-12. For example, 42.1% of 7th grade teachers agreed and 22.6% completely agreed that the purpose of social studies is to prepare students for the future, while only 36.5% of 10th grade teachers agreed and 21.2% completely agreed (see Table 12B). Little variation in responses was noted when the number of years teaching was considered (see Table 12C).

Table 12B

Percent of Teachers Agreeing that the Purpose of the
Social Studies is to Prepare Students for
Alternative Futures by Grade Taught

Grade	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
7	.8	4.5	30.1	42.1	22.6	133
8	.7	.7	27.3	40.6	24.5	143
9	2.4	6.4	32.8	40.0	18.4	125
10	1.9	9.6	30.8	36.5	21.2	104
11	1.2	6.5	31.5	38.1	22.6	168
12	2.4	9.7	29.0	36.3	22.6	124
All Teachers	1.8	7.6	29.1	37.6	23.9	553

Table 12C

Percent of Teachers Agreeing that the Purpose of the
Social Studies is to Prepare Students for
Alternative Futures by Teaching

Years Teaching	Not at All	Mostly Disagree	Not Sure	Mostly Agree	Completely Agree	N
1-8	1.4	6.8	27.7	40.5	23.6	148
9-13	2.6	7	34.4	37.7	18.2	154
14-19	1.7	8.3	29.2	33.3	27.5	120
20-37	1.5	8.5	24.6	38.5	26.9	130
All Teachers	1.8	7.6	29.2	37.7	23.7	552

While there was some support for the idea that the purpose of social studies is to prepare students for alternative futures, the strongest support for this measure was from economics or behavioral science teachers and/or teachers of grade 7.

The purposes of the social studies endorsed most readily by secondary social studies teachers were: (1) *to teach students to think critically and constructively about society*, (2) *to help students cope with issues in their own lives* and (3) *to prepare students for alternative futures*. Responses to these questions varied by grade-level and subject taught and by years of teaching experience.

Teaching students to think critically and constructively about society received support from behavioral science teachers and teachers with 20-37 years experience. Little difference was noted among teachers based on the grade level taught.

Civics/government/political science teachers and teachers with 14-19 years experience more frequently endorsed the concept that social studies should teach students to deal effectively with their own lives. Again, grade level taught did not appear to be a factor in the level of agreement with this purpose.

Preparation of students for alternative futures was endorsed by large percentages of economic and behavioral science teachers and by teachers of grade 7. There was no noticeable difference in years of teaching experience among teachers supporting these purposes.

Trends in the Social Studies

When asked about trends in the social studies the largest percentage of teachers (81.3%) indicated that they favored trends toward

emphasizing skill development. Over 75% also favored trends toward focusing on social issues and integrating knowledge from all possible areas. (See Table 13.)

Table 13
Percentage of Secondary Social Studies Teachers
Indicating Favor, Uncertainty,
Disfavor of Trends

Trends	Do Not Favor	Unsure	Strongly Favor	N
Courses in topical areas of history and the social sciences	9.1	28.8	62.1	349
Courses that focus on integrating the social sciences	9.2	26.3	64.5	350
Courses that focus on social issues and integrate knowledge generally	5.0	19.1	75.8	334
Courses that emphasize skill development	2.4	16.4	81.3	336
Courses that focus on individual problem solving	10.6	27.3	62.0	334

Topical Courses

Topical courses in history and the social sciences were favored by 44.8% of secondary social studies teachers and completely favored by 17.3%. However, when courses taught was considered there were some interesting variations. For example, of the teachers also teaching non-social-studies courses 40.6% favored and 26.6% completely favored the topical trend in contrast to geography teachers (33.3% favor and 18.9% completely favor topical trends). (See Table 14A.)

Table 14A
Percent of Teachers Favoring Trend Toward Courses
that Focus on Topical Areas in History and
Social Science by Course Taught

Course	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
American History	1.1	9.9	26.3	45.3	17.5	274
Civics/Government/ Political Science	2.4	4.0	36.0	44.6	16.0	125
World Cultures/ History	.7	8.2	28.1	43.2	19.9	146
Sociology/Psychology/ Anthropology	1.9	5.7	28.3	52.8	11.3	53
Geography	1.1	12.2	34.4	33.3	18.9	90
Economics	2.4	14.6	26.8	46.3	9.8	41
Other Social Studies	-	6.5	37.4	41.1	15.0	107
Other Non-Social Studies	-	6.3	26.6	40.6	26.6	64
All Teachers	.9	8.2	28.8	44.8	17.3	549

Over 54% of the teachers in grade 9 favored and 18.3% completely favored trends toward topical courses, while only 32.6% of 7th grade teachers favored and 20.5% completely favored the trend (see Table 14B). However, when years of teaching experience was considered there were no noticeable differences (see Table 14C).

Table 14B

Percent of Teachers Favoring Trend Toward Courses
that Focus on Topical Areas in History and
Social Sciences, by Grade Level

Grade	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
7	.8	11.4	34.8	32.6	20.5	132
8	.7	6.4	33.3	41.8	17.7	141
9	1.6	3.2	22.2	54.8	18.3	126
10	1.1	8.7	21.2	47.1	22.1	104
11	1.2	10.7	23.1	51.5	13.6	169
12	1.6	5.6	28.2	48.4	16.1	124
All Teachers	.9	8.2	28.8	44.8	17.3	549

Table 14C

Percent of Teachers Favoring the Trend Toward
Topical Areas in History and the Social
Sciences, by Years Teaching

Years Teaching	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
1-8	-	10.2	29.3	40.1	20.4	147
9-13	1.3	6.5	28.1	46.4	17.6	153
14-19	.8	7.6	31.1	42.0	18.5	119
20-37	1.6	8.3	27.1	50.4	12.4	129
All Teachers	.9	8.2	28.8	44.7	17.3	548

The trend toward courses within topical areas of history and the social sciences appeared to be most popular among social studies teachers who also taught non-social-studies courses and among ninth grade teachers.

Integration of the Social Sciences

Courses that focused on themes that integrate the knowledge of the social sciences were favored by 44.9% of teachers and completely favored by 19.6%. When course taught was considered, over 50% of the teachers of civics/government/political science favored and 19.8% completely favored integration, while only 38.9% of the behavioral science teachers favored and 20.4% completely favored the trend toward integration of the social sciences. (See Table 15A.)

Table 15A

Percent of Teachers Favoring Trend Toward Courses that
Focus on Themes Which Integrate Knowledge from
the Social Sciences, by Course Taught

Course	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
American History	2.5	8.7	27.8	43.3	17.7	277
Civics/Government/ Political Science	2.4	5.6	21.4	50.8	19.8	126
World Cultures/ History	1.4	5.5	25.3	43.6	24.0	146
Sociology/Psychology/ Anthropology	-	3.7	37.9	38.9	20.4	54
Geography	1.1	10.1	30.3	41.6	16.9	89
Economics	2.4	2.4	34.1	51.2	9.8	41
Other Social Studies	1.9	10.3	26.2	47.7	15.0	107
Other Non-Social Studies	3.1	6.2	26.2	43.1	21.5	65
All Teachers	1.6	7.6	26.2	44.9	19.6	550

However, there appeared to be little difference between numbers of teachers favoring the trend toward courses focusing on integrating the knowledge of the social sciences when either grade level taught or years teaching experience was considered (see Tables 15B and 15C).

Table 15B

Percent of Teachers Favoring Trend Toward Courses Focusing
on Themes Which Integrate Knowledge from Social
Science Disciplines, By Grade Level

Grade	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
7	.8	7.6	27.5	48.1	16.0	131
8	4.2	7.0	23.2	46.5	19.0	142
9	.8	5.6	27.8	46.0	19.8	126
10	1.0	6.7	23.8	45.7	22.9	105
11	1.2	7.0	25.1	47.4	19.3	171
12	.8	4.0	27.8	44.4	23.0	126
All Teachers	1.6	7.6	26.2	44.9	19.6	550

Table 15C

Percent of Teachers Favoring the Trend Toward Courses
That Focus on Themes Which Integrate Knowledge
from Social Science Disciplines

Years Teaching	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
1-8	-	7.4	33.1	43.2	16.2	148
9-13	1.3	6.5	25.8	47.7	18.7	155
14-19	2.5	10.9	22.7	43.7	20.2	119
20-37	3.1	6.3	21.3	44.9	24.4	127
All Teachers	1.6	7.7	26.0	45.0	19.7	549

Support for the trend toward courses focusing on integrating knowledge from the social sciences was greatest among teachers of civics/government/political sciences. The grade level taught or years teaching experience appeared to have had little effect on teachers favoring this trend.

Current Issues and Integration of Knowledge

Among secondary social studies teachers, 40% completely favored and over 35% favored trends toward courses focusing on current issues and integrating knowledge from all areas. These areas of knowledge included the humanities, the social sciences, and the natural sciences. The strongest support for this trend was among behavioral science teachers (40.7% favor and 50% completely favor) and the least support from teachers of civics/government/political science (36.5% favor and 35.7% completely favor) and American history teachers (38.4% favor and 34.4% completely favor). (See Table 16A.)

Table 16A

Percent of Teachers Favoring Trend Toward Courses
That Focus on Current Issues and Integrate
Knowledge from All Areas by
Subject Taught

Course	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
American History	1.8	2.9	22.6	38.4	34.4	279
Civics/Government/ Political Science	2.4	2.4	23.0	36.5	35.7	126
World Cultures/ History	2.7	2.7	13.6	36.1	44.9	147
Sociology/Psychology/ Anthropology	1.9	-	7.4	40.7	50.0	54
Geography	2.2	2.2	20.0	41.1	34.4	90
Economics	4.9	4.9	14.6	43.9	31.7	41
Other Social Studies	1.9	4.7	12.1	48.6	32.7	107
Other Non-Social Studies	-	3.1	20.0	35.4	41.5	65
All Teachers	1.4	3.6	19.1	35.7	40.1	554

Support for this trend varied little, however, when grade level taught and years of teaching experience were considered. (See Tables 16B, 16C.)

Table 16B

Percent of Teachers Favoring Trend Toward Courses that
Focus on Current Issues and Integrate Knowledge
from All Areas, by Grade Level

Grade	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
7	2.3	3.0	22.7	36.4	35.6	132
8	1.4	2.8	25.2	38.5	32.2	143
9	.8	2.4	17.5	41.3	38.1	126
10	1.9	3.7	15.3	38.1	41.0	105
11	2.3	1.8	14.6	42.7	38.6	171
12	2.4	2.4	14.3	42.1	38.9	126
All Teachers	1.4	3.6	19.1	35.7	40.1	554

Table 16C

Percent of Teachers Favoring Trend Toward Course that
Focus on Current Social Issues and Integrate
Knowledge from All Areas of Knowledge,
by Years Teaching

Years Teaching	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
1-8	.7	2.0	21.5	36.9	38.9	149
9-13	1.3	6.5	18.1	38.1	36.1	155
14-19	3.4	4.2	18.6	30.5	43.2	118
20-37	.8	1.5	18.3	36.6	42.7	131
All Teachers	1.4	3.6	19.2	35.8	40.0	555

The trend toward courses focusing on current issues and integrating knowledge from a variety of areas was strongly favored by secondary social behavioral science teachers. However, when grade level taught and years teaching were considered there was very little difference among teachers.

Skill Development

Over 40% of the teachers either favored or completely favored a trend toward emphasizing skill development. These social studies skills include map reading, and information gathering or analysis. The strongest support for a skill emphasis was among teachers of civics/government/political science (50% favored and 33.3% completely favored). In contrast only 36.4% favored and 39.3% completely favored the skills trend among the teachers of "other" social studies courses. (See Table 17A.)

Table 17A
Percent of Teachers Favoring Trend Toward Courses that
Emphasize Skill Development, by Course Taught

Course	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
American History	-	2.9	17.9	41.2	38.0	279
Civics/Government/ Political Science	.8	1.6	14.3	50.0	33.3	126
World Cultures/ History	.7	5.4	15.6	42.9	35.4	147
Sociology/Psychology/ Anthropology	-	3.7	20.4	44.4	31.5	54
Geography	-	2.2	17.8	36.7	43.3	90
Economics	-	4.9	14.6	56.1	24.4	41
Other Social Studies	-	.9	23.4	36.4	39.3	107
Other Non-Social Studies	-	-	15.4	40.0	44.6	65
All Teachers	.2	2.2	16.4	40.3	41.0	556

When grade levels were considered, the strongest support for the skills trend was among teachers in the lower secondary grades, particularly in grade 7 (36.4% favored and 47.0% completely favored). Teachers in the upper grades, particularly in grade 12 (46.8% favored, but only 27.0% completely favored), were less likely to favor the skills emphasis (see Table 17B).

Table 17B

Percent of Teachers Favoring Trend Toward Courses That Emphasize Skill Development, by Grade Level Taught

Grade	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
7	-	1.5	15.2	36.4	47.0	132
8	2.1	.7	15.4	39.9	44.1	143
9	.8	1.6	20.6	43.7	33.3	126
10	-	5.7	19.0	35.2	40.0	105
11	-	2.9	17.5	46.8	32.7	171
12	-	2.2	23.0	46.8	27.0	126
All Teachers	.2	2.2	16.4	40.3	41.0	556

Teachers with the least number of years teaching (1-8) were more likely to favor the skills trend (43.0% favor and 42.3% completely favor), while teachers with 9-13 years teaching showed the least support for the trend (39.4% favor and 36.1% completely favor). (See Table 17C.)

Table 17C

Percent of Teachers Favoring Trend Toward Courses that
Emphasize Skill Development, by Years Teaching

Years Teaching	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
1-8	-	1.3	13.4	43.0	42.3	149
9-13	-	2.6	21.9	39.4	36.1	155
14-19	-	2.5	15.0	40.8	41.7	120
20-37	.8	2.3	14.5	38.2	44.3	131
All Teachers	.2	2.2	16.4	40.4	40.9	555

The trend toward skills development received strong support from secondary social studies teachers. The strongest support for this trend was found among civics/government/political science teachers, teachers in the lower secondary grades, and teachers with the least number of years teaching experience.

Students' Immediate Problem Solving Needs

The trend toward courses meeting individual problem-solving needs of students was completely favored by only 24.5% and favored by 37.5% of the teachers. The strongest support for this trend was from geography teachers (45.6% favored and 25.6% completely favored). Teachers of world culture/history were least likely to favor the trend (30.6% favored and 23.8% completely favored). (See Table 18A.)

Table 18A

Percent of Teachers Favoring Trends Toward Courses That
Focus on Meeting the Immediate Problem Solving
Needs of Individual Students

Course	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
American History	3.6	8.2	26.5	40.9	20.8	279
Civics/Government/ Political Science	2.4	6.3	21.4	38.9	31.0	126
World Cultures/ History	6.1	9.5	29.9	30.6	23.8	147
Sociology/Psychology/ Anthropology	3.7	1.9	29.6	25.9	38.9	54
Geography	1.1	5.6	22.2	45.6	25.6	90
Economics	2.4	9.8	24.4	39.0	24.4	41
Other Social Studies	5.6	4.7	27.1	39.3	23.4	107
Other Non-Social Studies	1.5	1.5	35.4	33.8	27.7	65
All Teachers	2.7	7.9	27.3	37.5	24.5	554

When grade level taught was considered, the greatest contrast in support of the individual problem-solving course trend was between 8th and 9th grade teachers. Over 43% of 8th grade teachers favored and 25.2% completely favored the trend, while of 9th grade teachers, 27.5% favored and 20.6% completely favored the trend toward meeting individual student needs. The most variation in response to this trend when analyzed by years teaching occurred between teachers with the least number of years teaching (1-8) and those with 9-13 years. Over 37% of the teachers in the 1-8 category favored and 30.2% completely favored it, while in the 9-13 category only 36.8% favored and 18.7% completely favored the trend. (See Tables 18B and 18C.)

Table 18B

Percent of Teachers Favoring Trend Toward Courses that
Focus on Meeting the Immediate Problem-Solving
Needs of Individual Students

Grade	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
7	-	3.3	28.0	38.6	28.0	132
8	1.4	6.3	23.8	43.4	25.2	143
9	4.0	10.3	27.8	37.3	20.6	126
10	4.8	7.6	27.6	27.5	30.5	103
11	4.1	5.3	26.3	38.0	26.0	171
12	3.2	7.9	23.8	39.7	25.4	126
All Teachers	2.7	7.9	27.3	37.5	24.5	554

Table 18C

Percent of Teachers Favoring the Trend Toward Courses that
Focus on Meeting the Immediate Problem-Solving Needs
of Individual Students

Years Teaching	Not at All	Mostly Not Favor	Not Sure	Mostly Favor	Completely Favor	N
1-8	1.3	6.0	24.8	37.6	30.2	149
9-13	1.3	9.7	33.5	36.8	18.7	155
14-19	3.4	8.5	22.0	41.5	24.6	118
20-37	5.3	7.6	27.5	35.1	24.4	131
All Teachers	2.7	8.0	27.3	37.6	23.5	553

The trend toward courses focusing on individual problem-solving needs of students was only moderately favored by secondary social studies teachers. The greatest support for the trend was among geography teachers, teachers of grade 8, and teachers with 1-8 years of teaching experience.

Teachers' responses regarding secondary social studies trends indicated that the strongest support existed for trends toward skill development and current issues integrating knowledge from various disci-

plines. The strongest support for the skills trend was among teachers of civics/government/political science, teachers of the lower secondary grades (7-9) and teachers with 8 years or less experience.

Support for the trend toward current issues courses focusing on the integration of knowledge was strongest among behavioral science teachers, with little difference noticed in responses when grade level taught and years of teaching experience were considered.

Objective of Social Studies Instruction

Teachers were asked to rank knowledge, skill, and attitude objectives in their order of importance for planning instruction. The largest percentage of teachers (51.8%) ranked attitudes as the most important objective, followed by 29.6% who ranked knowledge as most important and 18.8% who ranked skills as most important (see Table 19). Knowledge was defined as "facts, dates, names"; skills were described as such things as map reading and library research, while attitude referred to learning respect for others and "patriotism."

Table 19
Percent of Teachers Ranking Knowledge,
Skill and Attitude Objectives

Ranking	Objectives		
	Knowledge	Skills	Attitudes
1	29.6	18.8	51.8
2	30.1	42.8	26.9
3	40.3	38.4	21.3

N=558

Knowledge as the Most Important Objective

Of the 140 teachers choosing knowledge as the most important objective in planning social studies instruction, more than half (58.6%) were American history teachers and most taught 11th and 12th grades. In contrast only 1.4% of the teachers who rated knowledge as most important were behavioral science teachers (see Table 20A). These proportions, however, are generally in line with the distribution of subject and grade-levels taught.

Table 20A

Percent of Teachers Ranking Knowledge as the Most Important Objective in Planning, By Course and Grade Level

Course	7	8	9	10	11	12	Total
American History	5.7	14.3	4.3	3.6	28.6	21.1	58.6
World History/ World Culture	1.4	.7	5.7	4.3	.7	.7	13.6
State History	1.4	2.1	-	-	-	-	3.6
Civics/Government/ Political Science	1.4	1.4	1.4	-	2.1	4.3	10.7
Geography	1.4	.7	.7	.7	-	-	4.3
General Social Studies	2.1	.7	.7	-	-	-	4.3
Sociology/Psychology/ Anthropology	-	-	-	.7	-	.7	1.4
Economics	-	-	.7	.7	-	1.4	2.9
All Teachers	13.6	20.7	13.6	10.1	31.4	28.2	-

When the number of years teaching experience was considered, knowledge was ranked most important by 37.0% of teachers with only 1-8 years experience, in contrast to the group with the most experience (20-37)

in which only 18.9% ranked knowledge as the primary objective (see Table 20B).

Table 20B

Percent of Teachers Ranking Knowledge as a
Consideration in Planning, by Years Teaching

Years Teaching	Most Important	Less Important	Least Important	N
1-8	37.0	27.6	35.4	127
9-13	28.6	33.6	37.9	140
14-19	34.0	22.0	44.0	100
20-37	18.9	35.1	45.9	111
All Teachers	29.7	30.1	40.2	475
N	141	143	191	

Knowledge as an objective in planning had the strongest support among American history teachers in grades 11 and 12 and among teachers with 8 years or less of teaching.

Attitudes as the Most Important Objective

More than 50% (236) of all teachers surveyed ranked attitudes as the most important objective for social studies instruction. Of this number only 44.5% were American history teachers. Support of this objective seemed to be distributed proportionally by subject and grade-level taught. (See Table 21A.)

Table 11A
Percent of Teachers Ranking Attitudes As Most Important
Consideration in Planning, by Course and Grade Level

Courses	7	8	9	10	11	12	Total
American History	1.7	15.7	5.1	3.0	16.9	1.7	44.5
World History/ Cultures	4.7	.4	3.0	8.5	3.4	.7	21.6
State History	6.1	.8	-	-	-	-	1.7
Civics/ Government/Political Science	.8	1.7	3.8	.4	1.7	13.1	13.1
Geography	1.7	-	.8	-	3.2	-	3.4
General Social Studies	3.0	1.7	.4	.4	-	-	5.9
Sociology/ Psychology/ Anthropology	-	-	-	-	3.0	1.7	4.7
Economics	-	-	-	-	-	.8	.8
All Teachers	14.0	20.8	15.6	13.1	26.7	11.0	
N							236

The strongest support for attitudes as the most important objective came from teachers with the most number of years teaching (20-37). Over 60% of the most experienced group ranked attitudes as most important, in contrast to 43.3% of the least experienced teachers (1-8 years) (see Table 21B).

Table 11B

Percent of Teachers and Ranking of Attitudes
as a Consideration in Planning

Years Teaching	Most Important	Less Important	Least Important	N
1-8	43.3	37.0	19.7	124
9-13	47.1	26.4	26.4	140
14-19	57.0	22.0	21.0	100
20-37	63.0	20.7	16.2	111
All Teachers	51.8	26.9	21.3	
N	246	128	101	475

Attitudes was clearly the most important objective among social studies teachers. Generally, teachers with the most number of years gave attitude the greatest support and teachers with the least experience gave it the least support.

Skills as the Most Important Objective

Less than 40% of the 100 teachers who ranked skills as the most important objective were American history teachers. Over 20% were world history/culture teachers and over 19% geography teachers. The strongest support for the skills objective was from teachers of grade 7. Over 33% of 7th grade teachers favored skills (see Table 22A).

Table 22A

Percent of Teachers Ranking Skills as Most
Important Consideration to Planning,
by Course and Grade Level

Courses	7	8	9	10	11	12	Total
American History	4.8	15.7	-	2.4	13.3	2.4	38.6
World History/ Culture	6.0	2.4	7.2	3.6	-	-	20.5
State History	14.3	-	1.2	-	-	-	16.0
Civics/Government/ Political Science	1.2	-	-	-	-	3.6	4.8
Geography	10.8	-	3.6	2.4	1.2	-	19.3
General Social Studies	6.0	1.2	1.2	-	-	-	8.4
Sociology/ Psychology/ Anthropology	-	-	-	-	-	-	-
Economics	-	-	-	-	-	-	-
All Teachers	33.7	19.3	13.3	8.4	14.5	7.2	
N							100

Skills was the most important objective for less than 20% of the teachers surveyed. American history teachers were less likely to mark skills than either knowledge or attitudes as the most important. However, the skills objective did get considerable attention from teachers of grade 7, teachers of world history/culture and geography, and teachers with 9-13 years experience. (See Table 22B.)

Table 22B

Percent of Teachers and Rankings of Skills as a
Consideration in Planning, by Years Teaching

Years Teaching	Most Important	Less Important	Least Important	N
1-8	19.2	35.4	44.9	127
9-13	24.3	40.0	35.7	140
14-19	9.0	56.0	35.0	100
20-37	18.9	43.2	37.8	111
All Teachers	18.7	42.7	38.5	
N	89	203	183	475

Attitudes clearly ranked as the most important objective in planning instruction for most secondary social studies teachers. Knowledge ranked second and skills ranked third as objectives for social studies instruction. For attitudes and knowledge the distribution of the support by grade-level and subject matter is close to the proportional distribution of the sample teachers. However, for the skills objective there were distinctly fewer American history teachers in support. In addition, 7th grade teachers strongly supported the skills objective.

Need for New Materials

The kinds of materials that social studies teachers felt would assist them in teaching were also studied. The largest percentage of teachers (68.1%) identified materials that related content directly to the lives of students. This was closely followed by materials that developed intellectual skills (listed by 68.1% of the teachers). (See Table 23.) Materials that related social studies to the lives of students emphasized aspects of topics most relevant to students. Intellectual skills included deci-

sion making and thinking skills.

Table 23
Percentage of Teachers Identifying Kinds of
Materials that Would Be Helpful in Social Studies Instruction

Helpful Materials	Percent
Relate social studies content directly to student lives	68.2
Develop intellectual skills	68.1
Develop affective skills	53.7
Present factual materials to support textbook instruction	53.0
Focus on specific discipline	51.6
Focus on themes that cut across disciplines	49.6

N=558

When subject taught was considered, more teachers of American history (58.8%), world history/culture (62.0%) and geography (59.5%) identified as important materials that related content to lives of students. The same percentages of teachers of civics/government/political science selected materials that related to student lives as those who selected materials that developed intellectual skills (64.0%). The intellectual skills referred to in the survey included decision making and critical thinking skills. The largest percentage of behavioral science teachers (59.4%) selected materials that focused on intellectual skills development, as did the largest percentage of economics teachers (90.0%), other social studies, and other non-social studies teachers (see Table 24).

Table 24
Percent of Subject Area Teachers Indicating
Materials That Would be of Assistance in
Teaching, by Courses Taught

	American History	Civics/Government Political Science	World History/ Cultures	Sociology/ Psychology/ Anthropology	Geography
1. Materials that relate the content of the Social Studies to the lives of students	58.8	64.0	62.0	53.0	59.5
2. Materials that focus on the development of intellectual	56.0	64.0	80.0	59.4	55.0
3. Materials that focus on developing affective skills	47.6	57.5	52.2	54.7	43.4
4. Materials that present factual information to reinforce textbooks	47.9	51.0	47.0	35.9	54.5
5. Materials that focus on teaching important topics within specific disciplines	39.5	48.2	52.8	46.9	58.6
6. Materials that focus on developing themes that cut across disciplines	45.6	44.6	48.4	45.5	35.3
N	323	132	157	64	99

Table 24 (continued)
Percent of Subject Area Teachers Indicating
Materials That Would be of Assistance in
Teaching, by Courses Taught

	Economics	Other Social Studies	Other Non- Social Studies	All Teachers	N
1. Materials that relate the content of the Social Studies to the lives of students	71.4	57.7	49.9	68.2	377
2. Materials that focus on the Development of Intellectual Skills	90.0	63.1	57.3	68.1	376
3. Materials that focus on Developing Affective Skills	50.0	57.5	41.6	55.7	308
4. Materials that present factual information to reinforce textbooks.	59.5	46.7	37.5	55.0	305
5. Materials that focus on teaching important topics within specific disciplines	42.8	42.6	33.3	51.6	295
6. Materials that focus on developing themes that cut across disciplines	50.0	41.8	32.3	49.6	275
N	42	122	26		

The largest percentage of teachers in grade 7 (52.1%) and 8 (65.5%) selected as the most important need materials that related the content of social studies to students' lives. However, in grades 9 (63%), 10 (54.4%), 11 (49.6%) and 12 (48.2%), the largest percentage identified the need to be materials focusing on the development of intellectual skills. (See Table 25.)

Table 25
Percent of Grade Level Teachers Indicating
Materials That Would be of Assistance
in Teaching Social Studies

	7	8	9	10	11	12	All Teachers	N
1 Materials that relate the content of the Social Studies to the lives of students	52.1	65.5	54.1	48.8	47.8	47.0	68.2	377
2 Materials that focus on the development of intellectual skills	47.8	55.3	63.0	54.4	49.6	48.2	68.1	376
3 Materials that focus on developing affective skills	37.3	49.1	48.6	47.2	39.4	42.9	55.7	308
4 Materials that present factual information to reinforce textbooks	42.0	41.8	49.3	41.6	37.7	34.1	55.0	305
5 Materials that focus on teaching important topics within specific disciplines	40.4	37.2	42.4	44.8	37.2	32.9	51.6	285
6 Materials that focus on developing themes that cut across disciplines	28.7	40.1	42.4	42.4	39.4	40.0	49.6	275
N	188	177	146	125	236	170		

The greatest need for new materials was either materials that related content to the lives of students, or materials that developed intellectual skills. These responses only varied slightly when grade level or course taught was considered. No other kinds of material were selected

most often by teachers even when other factors were considered.

The Use of Film and Video

Finally, teachers were asked about their use of film and TV/video in the classroom. Film was used far more frequently by teachers than video (see Table 26).

Table 26
Percent of Teachers and Use of TV/Video

	TV/VIDEO	FILM
Once a week	8.5	23.6
Once every two weeks	11.6	36.4
Once a month	15.0	20.5
Less than once a month	32.1	16.4
Never	32.8	3.1

B-555

TV/video was used most frequently by teachers of civics/government/political science courses and least frequently by behavioral science teachers. 23% of teachers in the civics group used TV/video once every two weeks or more, while only 12.9% of the behavioral science teachers used TV/video once every two weeks or more. In addition, over 41% of geography teachers had never used TV/video in contrast to 26.3% of the behavioral science teachers. (See Table 27A.)

Table 27A
Percent of Teachers and Use of
TV Video, by Course Taught

Course	Once A Week	Once Every 2 Weeks	Once A Month	Less Than Once A Month	Never	N
American History	6.4	12.0	1.5	31.0	34.0	280
Civics/Government/Political Science	9.5	13.5	13.5	33.3	27.1	126
World History/Cultures	6.75	12.1	15.5	31.0	31.7	148
Sociology/Psychology/Anthropology	10.9	2.0	25.4	27.2	26.3	55
Geography	11.1	5.5	8.8	33.3	41.3	90
Economics	14.6	7.3	14.6	26.8	31.7	41
Other Social Studies	8.0	10.0	16.6	30.0	33.0	108
Other Non-Social Studies	4.6	15.5	12.3	33.8	33.8	65
All Teachers	8.5	11.6	15.0	32.1	32.8	556

Teachers in the upper secondary grades used TV/video more often than teachers in the lower secondary grades. Over 22% of the teachers of grades 10-12 used TV/video once every two weeks or more often, in contrast to the less than 19% of the teachers of grades 7-9. Also, over 40% of 7th grade teachers used TV/video in contrast to 26% of 12th grade teachers. (See Table 27B.)

Table 27B
Percent of Teachers and Use of
TV/Video, by Grade Level Taught

Grade	Once A Week	Once Every 2 Weeks	Once A Month	Less Than Once a Month	Never	N
7	8.2	6.0	11.2	33.0	40.6	133
8	6.2	9.7	12.1	34.0	35.0	143
9	7.1	11.0	15.8	30.1	34.1	126
10	9.0	13.0	20.0	30.0	34.0	100
11	8.7	15.1	16.8	28.0	30.8	172
12	10.3	13.4	16.6	32.0	26.0	126
All Teachers	8.5	11.6	15.0	32.1	32.8	552

Teachers with the least number of years teaching experience used TV/video least often. Only 4.5% of teachers with less than 5 years teaching used TV/video once every two weeks or more in contrast to 6.7% of teachers with more than 20 years of experience. Also, 9.3% of the least experienced teachers had never used TV/video in contrast to 6.5% of the most experienced teachers. (See Table 27C.)

Table 27C
Percent of Secondary Social Studies Teachers
Using Television by Frequency of Use and
Years Teaching

Years Teaching	Frequency of Use				Never	Total
	Weekly	Bi-Weekly	Monthly	Less Than Monthly		
1-8	1.6	2.9	5.8	7.3	9.3	26.9
9-13	1.8	3.4	3.1	10.5	9.3	28.1
14-19	2.0	1.8	2.9	7.3	7.8	21.8
20-37	3.1	3.4	3.3	6.9	6.5	23.2
All Teachers	8.5	11.6	15.1	31.9	12.8	

N=551

Film was used much more frequently by social studies teachers. Only 3% of the teachers surveyed reported never having used film. When course and grade-level taught were considered as variables in the use of film, little variation was noted (see Tables 28A, 28B).

Table 28A
Percent of Teachers in Each Course and
Use Frequency of Film

Course	A Week	Once Every 2 Weeks	Once A Month	Less Than Once a Month	Never	N
American History	26.0	37.0	15.4	15.0	2.85	290
Civics/Government/ Political Science	17.5	39.0	21.0	19.8	2.3	126
World History/Cultures	25.6	35.8	22.2	12.1	3.37	148
Sociology/Psychology/Anthropology	25.4	34.5	27.5	11.0	1.8	55
Geography	21.0	37.7	24.4	14.4	1.1	90
Economics	24.0	34.0	24.3	14.6	0	41
Other Social Studies	29.6	36.0	22.0	10.0	1.8	108
Other Non-Social Studies	21.5	35.3	23.0	12.0	3.0	65
All Teachers	23.6	36.4	20.5	16.4	3.1	

Table 28B
Percent of Teachers in Each Grade Level and
Use Frequency of Film

Grade	Once A Week	Once Every 2 Weeks	Once A Month	Less Than Once a Month	Never	N
7	23.3	34.5	23.3	15.8	.3	133
8	23.8	37.8	18.2	18.2	1.4	143
9	27.0	34.0	19.0	16.6	.8	126
10	22.0	35.0	26.0	19.0	3.0	100
11	27.0	32.5	22.0	14.5	3.4	172
12	27.0	30.0	22.0	17.4	3.1	126
All Teachers	23.6	36.4	20.5	16.4	3.1	

When years teaching was considered, little difference was noted between secondary social studies teachers in relationship to their classroom use of film (see Table 28C).

Table 28C
Percent of Secondary Social Studies Teachers
Using Film by Frequency of Use and Years Teaching

Years Teaching	Frequency of Use					Total
	Weekly	Bi-Weekly	Monthly	Less Than Monthly	Never	
1-8	4.7	9.4	7.6	4.3	.9	26.9
9-13	6.5	11.2	6.0	3.8	.5	28.0
14-19	5.2	7.8	3.6	3.8	1.1	21.5
20-37	7.2	8.1	3.4	4.3	.5	23.6
All Teachers	23.6	36.5	20.6	16.2	3.1	
N=551						

When teachers were asked in what subject area new audio-visual materials were needed, they suggested the following areas of the social studies: American history, world geography, world history, economics, and the behavioral sciences.

There was a substantial difference in the use of TV/video and films among secondary social studies teachers. Clearly more films were used by secondary teachers with little difference in film use when subject and grade level taught or years teaching were considered. However, use of TV/video did vary with these factors. TV/video was used most often by teachers of civics/government/political science, teachers of the upper secondary grades (10-12), and by teachers with the most number of years teaching experience (20-37). There appeared to be no single secondary social studies area in which a need for new materials was greatest. Teachers listed a variety of social studies areas for future development.

Film and Video Resources in
Secondary Social Studies

The AIT study identified 489 series that could be classified as secondary social studies. Of this number, 86 had been released since 1975 and 316 were released prior to 1975 (see Tables 29 and 30).

Table 29
Social studies 16 mm and video series (3 programs) by
subject by audience level (junior and senior high).

Subject	Junior and Senior High			Total
	Junior High	Senior High	Senior High	
American History	9	68	28	105
Current Events	1	2	4	7
Ecol./Cons./Env./Energy	1	12	6	19
Econ./Consumer/Business	2	14	20	36
Futures	0	2	1	3
Geography	10	17	2	29
Other Social Studies	3	4	9	16
Pol. Sci./Civ./Gov't./Law	1	23	28	52
Soc./Psych./Anthro.	3	15	40	60
State History	0	1	1	2
Values	2	6	7	15
World History/World Cultures	10	87	48	145
Total	44	231	194	489

Twenty-four of the most current series focused on world history/world culture topics, 20 were on American history, and 10 each on economics/consumer economics, and behavioral science topics (see Table 30).

Table 30

Social studies 16 mm and video series (3 programs) by subject by release date.

Subject	Pre-1975	1975-present	No date	Total
American History	66	20	19	105
Current Events	6	1	0	7
Ecol./Cons./Env./Energy	14	3	2	19
Econ./Consumer/Business	24	10	2	36
Futures	2	1	0	3
Geography	15	3	11	29
Other Social Studies	12	2	2	16
Poli. Sci./Civ./Gov't./Law	39	6	7	52
Soc./Psych./Anthro.	45	10	5	60
State History	1	0	1	2
Values	7	6	2	15
World History	85	24	36	145
Total	316	86	87	489

Eight of the most recent series were specifically designated as suitable for junior high school audiences, 35 for senior high school audiences, and 43 for use in grades 7-12 (see Tables 31 and 32).

Table 31

Social studies 16 mm and video series (3 programs) by subject and by audience level (junior and senior high) released before 1975.

Released Pre-1975	Junior and Senior High			Total
Subject	Junior High	Senior High	Senior High	Total
American History	7	40	19	66
Current Events	1	2	3	6
Ecol./Cons./Env./Energy	1	8	5	14
Econ./Consumer/Business	1	8	15	24
Futures	0	1	1	2
Geography	4	10	1	15
Other Social Studies	3	3	6	12
Poli. Sci./Civ./Gov't./Law	0	16	23	39
Soc./Psych./Anthro.	4	12	29	45
State History	0	0	1	1
Values	2	3	2	7
World History/World Culture	5	54	26	85
Total	28	137	131	316

Table 32

Social Studies 16 mm and Video Series (3 Programs) by Subject and by Audience Level (Junior and Senior High), Release Date Unknown

Subject	Junior High	Junior and Senior High	Senior High	Total
American History	2	12	5	19
Current Events	0	0	0	0
Ecol./Cons./Env./Energy	0	1	1	2
Econ./Consumer/Business	0	0	2	2
Futures	0	0	0	0
Geography	5	5	1	11
Other Social Studies	0	0	2	2
Pol. Sci./Civ./Gov't./Law	0	3	4	7
Soc./Psych./Anthro.	0	2	3	5
State History	0	1	0	1
Values	0	1	1	2
World History/World Culture	1	26	9	36
Total	8	51	28	87

There were no new series released in state history aimed at secondary audiences. Only a few recent releases were in current events, ecology/conservation/environment/energy, futures, geography, and other social studies, and most of these were targeted for a general secondary population or for the senior high school. Of the eight recent releases for junior high school, four were in world cultures and only one series appeared in each of the following subject areas: economics/business, geography, political science/general government/law and sociology/psychology/anthropology (see Table 33).

Table 33

Social studies 16 mm and video series (3 programs) by subject and by audience level (junior and senior high), released from 1975 to present.

Released 1975-present		Junior and Senior High		Total
Subject	Junior High	Senior High	Senior High	
American History	0	16	4	20
Current Events	0	0	1	1
Ecol./Cons./Env./Energy	0	3	0	3
Econ./Consumer/Business	1	6	3	10
Futures	0	1	0	1
Geography	1	2	0	3
Other Social Studies	0	1	1	2
Poli.Sci./Civ./Gov't./Law	1	4	1	6
Soc./Psych./Anthro.	1	1	8	10
State History	0	0	0	0
Values	0	2	4	6
World History/World Culture	4	7	13	24
Total	8	43	35	86

Only a small percentage of the present library of available secondary social studies film/video material had been released since 1975. Of the 86 recent series available, most were designated specifically for grades 10-12 or generally for grades 7-12. Only eight were actually designated for grades 7-9 and four of these were on world history/world culture topics. There was a shortage of recent social studies materials in every area other than world history/world cultures. The shortage was most acute in grades 7 through 9.

Interviews with Social Studies Specialists

There were nine interviewees: two state supervisors, one county supervisor, one city supervisor, two school district supervisors, two school curriculum coordinators, and one department supervisor; five were

Ohio educators, and one each were from Michigan, New Mexico, Indiana, and Virginia. Individually, the interviewees had responsibility for from 5,000 to 2.2 million students. Three had K-12 responsibility, three 7-12, and one each had elementary, middle school, and grades 10-12 responsibility. All worked closely with teachers in the classroom—some daily, others frequently each week, but all more than once a month. The nature of their relationships to teachers in the field varied greatly. State supervisors had responsibility for all aspects of social studies education, while other interviewees may have only provided in-class teacher support or conducted program evaluation in a single building. Others conducted curriculum design or revision activities, aided in textbook selection, and advised teachers on instructional methods.

Their methods of communicating with teachers for whom they were responsible were generally compatible with their position. For example, a school curriculum coordinator had weekly individual and grade-level meetings with teachers, had several district-wide meetings annually, had department meetings once a month, and used a quarterly newsletter to reach teachers. A department supervisor met daily with department heads, issued memos several times weekly, had individual teacher meetings daily and grade-level meetings every few weeks. A city supervisor had regular individual and grade-level meetings, bimonthly meetings with department heads, issued memos almost daily, conducted quarterly workshops, and held district-wide meetings once or twice a year. Overall, personal contact with department heads or memos and newsletters were the most common forms of communication. Five of the interviewees sponsored, organized and conducted in-service workshops for secondary social studies teachers within their jurisdiction. One organized and conducted

such workshops, but did not sponsor them. The other three interviewees indicated no involvement in either sponsoring, organizing or conducting workshops. The workshops primarily focused on teaching methods, new teaching materials, and content area topics. Other workshop subjects included curriculum planning, curriculum development, curriculum revision, and writing materials for publication.

Seven of the nine interviewees felt teachers had major roles in curriculum decision within the interviewees' jurisdictions. The only other group having a major role (as perceived by most of the interviewees) was school district supervisors. In general, principals, state social studies supervisors, state superintendents, district school boards, district superintendents, parents, and students were seen as having little or no role in curriculum decisions. There were exceptions to this rule in certain districts, usually springing from force of personality of specific individuals or from formal policies of involvement.

Most interviewees felt ITV was used very little in secondary social studies instruction in their jurisdictions. There were a few, however, who reported fairly strong use, partly due to availability of equipment. All but one interviewee felt that ITV is useful for secondary social studies. They cited the following reasons: students can see things not readily understandable otherwise; material can be presented in a condensed fashion in brief time periods; ITV is sometimes better than a textbook; ITV is a good supplement to instruction. Some of the barriers to more widespread ITV use are scheduling problems for viewing programs broadcast by the local station; difficulty in taping programs; extra cost of equipment and materials; storage of tapes; legal rights; teacher unfamiliarity with ITV materials in general and how to use them; poor or

inadequate program information from stations; lack of teacher involvement in program selection; lack of equipment and wiring; programs being too long; and/or low quality local materials. Some of the aids to using ITV included student enthusiasm for television materials; teacher control of equipment; active media centers; short programs.

The interviewees found out about programs in secondary social studies through a variety of sources: printed materials (guides, schedules) from the local station; direct personal communication with the station's ITV utilization person; regular meetings of a local committee; previews at the local station; word-of-mouth from other educators; and/or regional or state-wide newsletters. According to the interviewees, teachers in their jurisdictions seemed to have fewer sources of information about secondary social studies ITV programs. Teachers received some print materials (station guides and newsletters from social studies organizations), but their primary sources were their supervisors. Only two interviewees mentioned inservice efforts conducted by local stations. Several interviewees expressed doubt whether or not teachers received information from any source.

Interviewees mentioned the following as particularly effective secondary social studies educational television programs: Missiles of October, World at War, The Candidate, Advocates, Trade-Offs, Peasant's Revolt, Bread and Butterflies, America, Tora Tora Tora!, The Rise and Fall of the Third Reich, Sixty Minutes, Every Four Years, Backstairs at the White House, Descent of Man, Roots of a Nation. When asked for the social studies area with the greatest need for new materials, the interviewees mentioned a diversity of subjects: local history, state history, U.S. history, global education, government (at several levels), citizen-

ship education, economics, geography, law-related education. None of these subjects was mentioned more than twice. In addition, several interviewees suggested approaches, not just content: issues orientation, case studies, interdisciplinary approach, skill development, systems analysis.

Telephone Interviews with Public Television Representatives

There were 17 phone interviews. The interviewees represented independent public television stations, state departments of education, intra-state regional agencies, county departments of education, school district consortia, and state public or instructional television networks. They were located in the Northwest, Northeast, Southeast, South, Midwest and the Plains states.

There were eight ITV directors, two administrative coordinators, two utilization coordinators, and one each of the following: programming coordinator, ITV specialist, coordinator of media services, curriculum development specialist, director of instructional technology department, and instructional technology specialist.

Seven interviewees provided utilization data from the 1979-80 school year, six from 1978-79. Four had no survey data at all; that is, they made available no secondary social studies television series to the schools they service. Of the 13 who did make such series available, 3 reported four series and 3 reported five series. The other 7 interviewees reported varying numbers of series: 1, 3, 7, 8, 9, 10, and 16.

A total of 68 different series were reported. Two were mentioned four times, three were mentioned three times, and five were mentioned twice. The remaining 58 were mentioned only once each. The series receiving multiple mention were:

American Enterprise - 4

Equal Justice Under Law - 4

Finding Our Way - 3

Rights and Responsibilities - 3

Trade-Offs - 3

EBE World War series - 2

Jackson Jr. High - 2

Teenagers of the World - 2

With Liberty and Justice for All - 2

Each series' use was rated high, medium or low by the interviewee who mentioned it. There were 37 ratings of "low use", 27 of "medium use", and 20 of "high use". One series received a "medium-high" rating. Interviewees applied their own standards to determine the use rating of the series they mentioned.

The reason for 19 series getting high use was primarily that they fit the (often mandated) curriculum. Other reasons cited were excellence of production quality, original film footage, and excellent accompanying print materials. Conversely, series getting medium or low use did not fit the curriculum well and suffered from poor production quality. Additionally, they were not scheduled to meet teachers' timing requirements, had limited potential audiences, or dealt with topics that were not mandated or appropriate.

When asked who selects the series to be made available through the interviewees' agencies, all interviewees mentioned advisory committees or councils or other special groups of educators and station people who preview and/or decide what will be available. Teachers were almost always mentioned by interviewees as having a part in the selection process.

The interviewees mentioned the need for new materials in a wide variety of subjects. History (United States, modern) and citizenship were mentioned most often. Other subjects mentioned more than once were career education, Civil War and human relations. Several interviewees noted that they had received no requests for new materials, either because ITV series were not seen as appropriate at the secondary level, or because major distributors of tapes and films already offered what was wanted. Several interviewees based these reactions on surveys conducted by their agencies, while others cited teacher requests, media consultants' suggestions, and "gut reactions." One noted the decrease in elementary enrollment and the simultaneous secondary increase.

Summary

The AIT study of secondary social studies practices revealed that secondary social studies teachers received their academic preparation in history, with some receiving instruction in general social studies or political science. The social studies curriculum is heavily dominated by American history at the 8th and 11th grade levels, followed by world history/culture courses at the 9th and 10th grade levels.

Secondary social studies teachers perceived that they have the greatest control over issues, such as instructional methods, tests and evaluation, that touch students directly, and much less control over general curriculum policy issues, such as courses taught.

Teachers also perceived that, next to themselves, principals and department chairpersons had the greatest influence on textbook selection. Parents and students were perceived to have very little influence on the text selection process.

Secondary social studies teachers are more likely to agree that the purpose of social studies is to help students think critically and constructively about society and to assist students in coping with their own lives. Support for the critical and constructive thinking purpose was particularly strong among behavioral science teachers and teachers with 20 years or more teaching experience. Civics/government/political science teachers and teachers with 14-19 years experience most frequently agreed that the purpose of social studies was to help students cope with their own lives.

Trends toward skill development and courses focusing on current issues, integrating knowledge from a wide range of fields, were most strongly favored by secondary social studies teachers. Support for the skills trend was strongest among teachers of civics/government/political science courses, teachers of grades 7-9, and teachers with 8 years or less teaching experience.

The trend toward current issues courses integrating other knowledge received the strongest support from behavioral science teachers, but few differences were noted between teachers of different grade levels or with various years of teaching experience.

Attitudes were ranked as the most important instructional objective to take into consideration in planning for secondary social studies. Attitudes was followed by knowledge, then skills. Teachers with the most number of years teaching were more likely to support the attitude objective. Teachers with 8 years of experience or less were most likely to support the knowledge objective and teachers with 9-13 years most strongly supported the skills objective. In general, support for the various objectives reflected the distribution of the sample in terms of

course and grade-level taught. However, the skills objective received substantially strong support from 7th grade teachers.

New materials were perceived as important by most secondary social studies teachers, particularly if they related social studies to students' lives and helped develop intellectual skills, such as thinking and decision making. These two areas of needs were listed most often by teachers regardless of grade level or subject area taught.

Films were used much more frequently than TV/video in the secondary social studies classroom. Few differences in the use of film were noted among teachers, but TV/video was used most often by teachers with the most number of years experience, teachers in grades 10-12, and teachers of civics/government/political science.

The largest percentage of films and video series available was produced prior to 1975. Of the most current films and video series the largest percentage was aimed at grades 10-12 or 7-12. Very few recent releases were aimed at the audience in grades 7-9. The preponderance of current film series releases focused on world history/culture topics.

References

- Fontana, L. A. Status of Social Studies Teaching in Secondary Social Studies. Bloomington, Indiana: AIT, 1980.
- Market Data Retrieval Incorporated. Box 510, Westport, Connecticut 06880.

Appendix A

National Survey on Social Studies Practices

Appendix A

(1-3)

NATIONAL SURVEY ON SOCIAL STUDIES PRACTICES

2/80

To help us avoid sending you a follow-up questionnaire, please complete the identifying information.

School _____ State _____ (4-5)
City _____ Zip Code _____

1. Which of the following best describes the location of your school? (Check one)

- a. Large City []
b. Small City or Town [] (6)
c. Rural Community []
d. Suburban Community []

(7-8)

2. Circle the highest and lowest grades taught in your school.

7 8 9 10 11 12 (9-10)

3. How many years have you been teaching? _____ (11-12)

4. How many years have you been teaching social studies? _____ (13-14)

5. What is the primary area of your academic preparation? (Check one)

- a. History [] f. Anthropology []
b. Political Science [] g. Geography [] (15-16)
c. Sociology [] h. General Social Studies []
d. Psychology [] i. Other _____
e. Economics []

6. On the chart below please fill in the number of course sections you are teaching at each grade level.

Courses	7	8	9	10	11	12	
American History							(17---22)
Political Science/Civics/Government							(23---28)
World History/World Cultures							(29---34)
Sociology/Psychology/Anthropology							(35---40)
Geography							(41---46)
Economics							(47---52)
Other Social Studies							(53---58)
Other Non-Social Studies							(59---64)

If you now teach other Social Studies or Non-Social Studies courses* please list:

Other Social Studies _____

Other Non-Social Studies _____

7. To what extent do you as a classroom teacher determine: (Please circle)

	Completely					Not at all	
a. courses you teach?	5	4	3	2	1		(65)
b. textbooks selected?	5	4	3	2	1		(66)
c. sequencing of textbook units?	5	4	3	2	1		(67)
d. supplemental materials?	5	4	3	2	1		(68)
e. tests and other student evaluations?	5	4	3	2	1		(69)
f. methods of instruction?	5	4	3	2	1		(70)

8. Please check the two groups or individuals other than teachers with the most influence on your school social studies curriculum.

- a. Social Studies Department Chairpersons[]
- b. Social Studies Supervisors.....[] (71)
- c. Principals[]
- d. Superintendents[]
- e. School boards[] (72)
- f. Parents[]
- g. Students[]

9. To what extent do you agree with each of the following statements about the purposes of the social studies? (Please circle)

	Completely					Not at all	
a. The social studies is to teach the knowledge of the past.	5	4	3	2	1		(73)
b. The social studies is to help students effectively cope with issues in their own lives.	5	4	3	2	1		(74)
c. The social studies is to develop students' ability to think critically and constructively about society.	5	4	3	2	1		(75)
d. The social studies is to teach the knowledge and methods of the social sciences.	5	4	3	2	1		(76)
e. The social studies is to promote involvement in social and political organizations.	5	4	3	2	1		(77)
f. The social studies is to prepare students for alternative futures.	5	4	3	2	1		(78)

10. To what extent do you favor each of the following trends in the social studies? C-2
- | | Completely | | | | | Not at all | | | | | |
|--|------------|---|---|---|---|------------|--|--|--|-----|--|
| | 5 | 4 | 3 | 2 | 1 | | | | | | |
| a. Courses that focus on topical areas in history and the social sciences. | 5 | 4 | 3 | 2 | 1 | | | | | (1) | |
| b. Courses that focus on themes which integrate knowledge from social science disciplines. | 5 | 4 | 3 | 2 | 1 | | | | | (2) | |
| c. Courses that focus on current social issues and integrate knowledge from the arts, sciences, humanities as well as history and the social sciences. | 5 | 4 | 3 | 2 | 1 | | | | | (3) | |
| d. Course that emphasizes skill development (such as reading, map skills, or library research). | 5 | 4 | 3 | 2 | 1 | | | | | (4) | |
| e. Courses that focus on meeting the immediate problem solving needs of individuals students. | 5 | 4 | 3 | 2 | 1 | | | | | (5) | |
11. In the blank provided write in the course and grade level you teach most often, (e.g. 9th grade civics); (6-9)
 As you plan social studies lessons for this course which of the following objectives are most important. Please rank them.
- | | | | | | | |
|---|---|--|--|--|--|------|
| Knowledge (facts, dates, names) | — | | | | | (10) |
| Skills (map reading, library research) | — | | | | | (11) |
| Attitudes/Values (respect for others, patriotism) | — | | | | | (12) |
12. What kinds of materials would assist you in the teaching of social studies?
- | | | |
|---|-----|------|
| a. Materials that relate the content of social studies more directly to the lives of students. | [] | (13) |
| b. Materials that focus directly on developing specific intellectual skills (decision making, problem solving, information gathering or critical thinking). | [] | (14) |
| c. Materials that focus on developing affective skills (appreciating, valuing, and respecting). | [] | (15) |
| d. Materials that present factual information that reinforces the textbook and lecture materials. | [] | (16) |
| e. Materials that focus on teaching important topics within specific disciplines (history, sociology, geography). | [] | (17) |
| f. Materials that focus on developing themes that cut across disciplines (the future, conflict resolution). | [] | (18) |

13. How often do you use instructional TV (and/or videotapes) with your classes?

- Once a week or more[] (19)
 Once every 2 weeks[] (20)
 Once a month[] (21)
 Less than once a month[] (22)
 Never[] (23)

14. How often do you use instructional films with your classes?

- Once a week or more[] (24)
 Once every 2 weeks[] (25)
 Once a month[] (26)
 Less than once a month[] (27)
 Never[] (28)

15. Please list 2 or 3 of the most effective instructional television programs or instructional films you use.

	TV	Film
_____	[]	[] (29)
_____	[]	[] (30)
_____	[]	[] (31)

16. In what area of social studies do you feel that there is the greatest need for new audiovisual materials?

_____ (32-33)

_____ (34-35)

Thank you for your
time and cooperation

(36-38)

Appendix B
Interview Questions

Appendix B

INTERVIEW QUESTIONS

The following is a list of guide questions to be used in interviews with approximately 12-15 social studies supervisors who will be in attendance at the Great Lake Regional Conference of the National Council for the Social Studies.

The purpose for conducting these interviews is to gain some information about the perceptions of state and school district supervisor of social studies. This is important since these individuals are frequently in positions to make decisions about curriculum or to influence state policies and mandates. They also have a broader perspective of field than do classroom teachers.

The questions are designed to gain three kinds of information: the role of the supervisors, their perceptions of social studies, and their attitudes and knowledge of instructional television.

1. Position held: State Supervisor ()
School District Supervisor ()
2. State _____
City _____
3. Size of the school district(state)
(number of pupils) _____
4. Kind of supervision: Grade levels _____

Are you supervising areas other
than social studies Yes ()
No ()

If so, what? _____

5. How often do you work directly with teachers in secondary social studies
classrooms?
Once a month or more ()
Every two or three months ()
Once or twice a year ()
Never ()

Elaborate on role in relationship to teachers in the field.

6. How do you communicate with teachers in your (state) school district?

a. Through department chairmen or supervisor ()

How often _____

b. Through state and regional meetings ()

How often _____

c. Through newsletters or memo ()

How often _____

d. In workshops ()

How often _____

e. In district wide meetings ()

How often _____

f. In department meetings ()

How often _____

g. In individual or grade level meetings ()

How often _____

7. Do you conduct (), organize (), or sponsor () in-service workshops for secondary social studies teachers in your (state) school district?

If so, upon what do these workshops focus?

a. Teaching methods ()

b. New teaching materials ()

c. Content area topics ()

(e.g., the civil war, the constitution, etc.)

d. OTHER _____

Give some examples of workshops you think have been successful.

8. What role do each of the following individuals or groups play in making social studies curriculum decisions in your (state) school district? (e.g., no role, major decision maker, influence decision makers, etc.).

1. Teachers
2. Principals
3. School District Supervisors
4. State Supervisors
5. State Superintendent
6. District School Board
7. District Superintendent
8. Parents
9. Students

9. What do you think is the major purpose of the social studies? (e.g., to teach history, government, educate citizens, teach global interdependence, etc.).

10. How much impact have the following trends or issues in education had upon social studies instruction in your (state) school district? Explain the kind of impact each has had.

() Competency movement. Do you have competency testing? Elaborate.

() Back to basics. _____

() Financial cut-backs. _____

() Censorship. _____

11. To what extent is instructional television (and/or video tapes) used in secondary social studies instructions in your (state) school district? Explain

12. Do you think instructional television (and/or video tapes) is useful in secondary social studies instruction in your (state) school district? Elaborate

13. What are the greatest barriers and aids to the use of instructional television (and/or video tapes) in your (state) school district? Explain

Barriers

Aids

14. How do you learn about programs in secondary social studies on instructional television (and/or) video tapes? (e.g., publications, newsletters, meeting, etc.).

15. How do teachers in your (state) school district learn about secondary social studies programs on instructional television (and/or) video tape? (e.g., you, journal, meetings, workshops).

16. List specific educational television (and/or) video tape programs in secondary social studies that you feel have been particularly effective?

17. What area of the social studies has the greatest need for new material?

Appendix C

Needs Assessment:

Social Studies Questionnaire
for ITV Utilization Staff

Appendix C

NEEDS ASSESSMENT: SOCIAL STUDIES QUESTIONNAIRE
FOR ITV UTILIZATION STAFF

A. Background Information

1. Name and address of Agency

2. Area served

3. Name and title of person providing information

_____ () Utilization Coordinator

() ITV Director

() Other: _____
please specify

B. Social Studies (7-12)

1. For what year do you have utilization date? _____

2. What secondary Social Studies series did your agency make available that year?

3. For each one of the above series, tell me whether the series got high, medium, or low use.

HIGH

MEDIUM

LOW

4. a) Can you make any generalizations about the series you have classified "high use" i.e. is there anything common among them that caused them to get high usage?

b) Same question for those series classified "moderate use".

c) Same question for those series classified "low use."

5. Who selects the Social Studies series that your agency makes available?

6. New Materials

a) Are new secondary Social Studies materials needed?

b) What materials are needed (subject areas/grade levels,etc.)

c) How do you know?

Thank you